

out by the child, the word will generally be remembered if told, from the connection in which it is used.

I hope these remarks may be of some use, if not altogether original; and in conclusion add that every word visualised, every word learnt without conscious effort, every word "hung on its own peg," should help to make the road to Latin, if not royal, at least well-paved and easy travelling.

A STUDENT.

STUDENT'S LETTER AND SKETCH.

DEAR EX-STUDENTS,

If we were not exactly fortunate in the weather last summer term, we are certainly doing better this year. We have now had about ten days perfect weather, and long walks and tea out of doors have been the order of the half-holidays.

Quite the event of the term, probably because happily it is a thing of rare occurrence here, has been the epidemic of German measles. One student began with it about a fortnight after the term had begun. About ten days later, several more complaining of sore throats and headaches, were deemed suspicious. Accordingly, St. George's room was turned into a hospital for the time being. The one topic then was measles, and who was going to have it next, and woe to anyone who showed any symptoms of a sore throat—she disappeared from our society for a short time.

About twelve had it, but fortunately nobody badly. During this time we were not able to go to church, and instead, had service for two Sundays in the dining-room. We were not able either to go into any shops. Great, then, was everybody's delight when we seemed really clear of the infection, and were able to go about as usual in the village, and to church. On the half-term holiday the "measlites," who had started first, went for a long drive round Esstwaite, after which, their quarantine being over, they came into the house once more. Those who had not had measles divided up into small parties and went in different directions, some to Helvellyn and High St., others to Dungeon Ghyll and the Langdales. The weather once more, as has often been the case on these occasions, was

unpropitious. All went well until about eleven o'clock, when it became overcast, and presently large drops began to come down; these drops soon became a steady deluge such as only those who have lived in this district can imagine. Some of us reached our destinations before the rain became heavy, as we had all started about 8 a.m.; but when it became so heavy there was nothing to do but to return as quickly as our soaking garments would permit us. Those who had cycled found plenty of occupations for the rest of the afternoon, trying to get rid of the mud which coated almost every inch of their machines.

Just now, holiday posts are keeping everybody in a ferment of excitement. The postman is awaited more anxiously than ever, and the recipient of a letter in an unknown hand is immediately besieged by numerous inquirers as to where the post is, when is she going, how many children? etc.

Before closing, you must hear something of Mr. Thornley's visit here during the middle of this month. He arrived on Monday evening, and on the Tuesday it was arranged that the Seniors should have the whole day to walk with him, but as it rained in the morning the walk was put off until the afternoon. In the morning Mr. Thornley visited the Museum, and then gave us a most interesting lecture on "Spring." In the afternoon we met on Brathay Bridge, and walked in the direction of Skelwith Fold, exploring the woods which skirt the river. We found many kinds of beetles, and all sorts of beautiful and wonderful things, and in fact thoroughly enjoyed the walk, and were only too sorry when it was over. That evening, in the drawing-room, we read the *School for Scandal*.

On Wednesday morning Mr. Thornley inspected the gardens, and in the afternoon he took the Juniors and the school children up Loughrigg. They also saw many objects of interest, and specially studied dragon flies.

Appended is the sketch of a lesson. Miss Mason thinks

that from time to time you would like to see some of these lessons. The following was given by a present student:—

THE CONGO FREE STATE.

Subject, Contemporary Events. Group, History. Class, IV. Time, 40—45 minutes.

OBJECTS.

1. To give the children a new subject for composition.
2. To arouse their interest in, and their sympathy for, the natives of the Congo Free State.

STEPS.

1. Let the children find the Congo Free State on the map. Draw their attention to the course of the River Congo. Give them some idea of its length, and the size of the State. The Congo is the largest river in Africa. The State is 1,000,000 square miles in area, or equal to the size of Europe without Russia and Spain.
2. Tell them about the discovery of the Congo Basin and its subsequent acquisition by Leopold II., King of the Belgians. Compare the size of Belgium with that of the State. The Congo Basin was discovered by Stanley in 1877.
3. Give them some account of the different tribes in the Congo Free State—their characteristics and their religion.
 - (a) Those inhabiting the Lower Congo—energetic traders.
 - (b) Baluba people, in the bend of the Congo—noted for their skill in iron and copper work.
 - (c) Those in Kassai District—very curious.
 - (d) Balobo people—"Men of Iron" within horse-shoe bend of the river.
 - (e) Batwu Pigmies in the Kassai district.
 - (f) Small people, South of River Welle: In East, Unkulunkulu, or Ancestor-Worship. In West, Native-Worship.

4. Tell the girls about the International African Association, founded in 1884. Let them read from "Red Rubber," by Mr. Mosel, some of the articles drawn up at the Beshu Conference.

5. Let the girls read an account of the philanthropic aims expressed by Leopold, and the subsequent approval of Great Britain and the United States.

6. Tell them Leopold's private aims in the Congo Free State, and how these aims succeeded:—

(a) The extermination of the Arab from the Congo Basin.

(b) The conquest of the Soudan.

(c) The conversion of the Congo Basin, all its wealth and inhabitants, into the private property of Leopold.

7. Give the girls some account of the products of the Congo Basin, and the wealth which Leopold has obtained from the native by the taxation of rubber, at the cost of thousands of lives.

It is estimated that there have been 10,000,000 deaths since 1891, and from the natives, whom they call lazy and indifferent, they have obtained rubber to the value of 11,000,000 pounds in seven years.

8. Contrast the system of trade between native and white men as it is in Southern Nigeria (b), Senegal (f), Togoland (g), with the system organised by Leopold in the Congo Basin, which is nothing short of a system of robbery.

9. Let the children read extracts (from "Red Rubber"), by Mr. Mosel, and King Leopold's soliloquy concerning the ill-treatment of the native, his miserable conditions, and the punishment imposed.

10. Show the girls photographs illustrating the outrages committed.

11. Give reasons for Leopold's enormous success, and show how such atrocities have continued so long without being brought before the public notice; and what becomes of the accumulated wealth.

12. Let girls read, if time; if not, tell them the importance of conditions of affairs in the Congo at the present time, and the work proposed by the Congo Reform Association.

P.S.—Owing to German measles, there have only been two meetings of the members of the Poetry Club. A very delightful evening was spent in reading the ever-inspiring Idylls "Guinevere," the "Holy Grail," and parts of Geraint and Enid were chosen.

Very interesting, too, were the selections from a biographical sketch of Tennyson, by Henry J. Jennings, with which the evening was opened. Another evening selections from Shelley were read, prefaced by a most interesting outline of his life. Space forbids any more news this month.

THE SENIORS.